



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

600 S. 21st Avenue, Yuma, AZ 85364

Yuma Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Underperforming
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Teresa Rosales
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.yuma.org/pecan.html
Phone Number : (928) 502-8051
Fax Number : (928) 502-8082
E-mail : trosales@yumaed.org

Mission

We strive, in cooperation with parents, to build a learning community, focused on learning, and promoting, supporting and celebrating the academic achievement of our students. We also seek to develop characteristics and skills that encourage citizenship of all in our community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Not Met
2003-04 Not Met

School Improvement Status (b)

2005-06 Restructure(Impl)
2004-05 Restructure(Plan)
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students at Pecan Grove Elementary School will meet their AYP growth target annually.
- ü Provide a standards-based, instructional program in all core content areas that results in student mastery of grade level content standards/skills.
- ü By 3rd Grade at least 80% of students will be at Benchmark on the DIBELS Reading Assessment.
- ü All English Language Learners will be proficient in English within 3 years at Pecan Grove.

Enrollment

October 1, 2005 School Year Student Enrollment : 701
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 4

Instructional Programs

- ü Reading First (K-3)
- ü Schoolwide Title I
- ü Classroom Interventions
- ü 21st Century after school grant
- ü On-Site Gifted Program
- ü Full Day Kindergarten
- ü Pre-School Special Education

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Provide a positive, supportive and safe environment in which all children acquire the academic skills to succeed. The school has the responsibility to set high academic standards for all students.

Parents

Parents are encouraged to participate and become involved in their child's education. Parents should encourage children to do their personal best and to set realistic goals.

Transportation Policy

The majority of students walk to school. Transportation is provided to K-6th grade students who live on the west side of 16th Ave., north of 1st Street and south of County, 8th 1/2 or 12th Street. Out of boundary families transport their own.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award	1999
ü Newspapers in Education, Teachers of the Year	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1139	80010	99	99	99	408	435	447	23	10	10	43	24	18	32	58	53	2	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	579	38935	100	99	99	408	436	447	23	8	9	45	25	19	32	59	55	NA	7	17
Male	46	559	40974	98	99	98	408	435	448	22	11	11	41	23	18	33	57	52	4	8	19
African American	NC	27	4201	NC	93	99	NC	449	430	NC	NA	17	NC	26	23	NC	63	51	NC	11	9
Hispanic	88	745	34545	100	99	99	407	427	432	24	12	14	42	29	24	32	55	53	2	4	9
Asian/Pacific Islander	--	15	2068	--	100	99	--	451	474	--	NA	4	--	33	10	--	47	50	--	20	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	347	35142	NC	100	99	NC	452	465	NC	5	5	NC	14	11	NC	66	56	NC	15	28
Students with Disabilities	NC	96	10161	NC	91	93	NC	409	419	NC	33	28	NC	33	28	NC	29	36	NC	4	8
Students without Disabilities	86	1043	69849	99	100	100	410	438	451	20	8	7	43	24	17	35	61	56	2	8	19
Limited English Proficient Students	49	288	14013	100	98	97	397	411	413	35	20	24	51	41	34	12	38	39	2	1	3
Migrant Students	18	112	603	100	98	96	401	417	417	33	15	22	50	38	32	17	46	42	NA	1	4
Economically Disadvantaged	93	744	39029	99	98	98	408	428	432	23	11	14	43	29	25	32	55	52	2	4	9
Non-Economically Disadvantaged	--	395	40981	--	100	100	--	449	462	--	7	6	--	15	13	--	64	54	--	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1146	79438	99	100	98	410	446	451	24	9	9	44	28	24	31	57	56	1	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	583	38775	100	100	99	416	452	457	17	7	7	43	25	22	38	60	58	2	9	13
Male	46	562	40560	98	99	97	404	439	446	30	11	12	46	31	25	24	54	54	NA	4	9
African American	NC	28	4178	NC	97	98	NC	452	439	NC	NA	13	NC	36	29	NC	61	52	NC	4	6
Hispanic	88	752	34297	100	100	98	410	436	434	25	11	14	42	34	31	32	53	50	1	3	5
Asian/Pacific Islander	--	15	2063	--	100	99	--	462	475	--	NA	3	--	20	15	--	67	63	--	13	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	346	34887	NC	99	98	NC	466	471	NC	5	4	NC	15	15	NC	65	63	NC	15	18
Students with Disabilities	NC	103	9588	NC	97	88	NC	407	416	NC	31	30	NC	38	32	NC	27	34	NC	4	5
Students without Disabilities	86	1043	69850	99	100	100	414	449	456	20	7	7	45	27	23	34	60	59	1	7	12
Limited English Proficient Students	49	293	13856	100	100	96	393	412	407	41	20	27	43	49	43	16	30	29	NA	0	1
Migrant Students	18	114	600	100	100	96	403	421	418	33	20	22	44	39	38	17	39	39	6	2	2
Economically Disadvantaged	93	751	38685	99	99	97	410	437	435	24	11	14	44	32	32	31	54	50	1	3	5
Non-Economically Disadvantaged	--	395	40753	--	100	99	--	462	467	--	5	5	--	20	16	--	62	62	--	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1149	79971	99	100	99	395	423	423	11	5	8	57	47	41	32	47	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	584	38974	100	100	99	407	434	437	11	3	5	40	38	33	49	57	57	NA	2	4
Male	46	565	40895	98	100	98	383	412	410	11	6	10	74	56	47	15	37	41	NA	1	2
African American	NC	28	4203	NC	97	99	NC	430	411	NC	7	11	NC	32	45	NC	61	43	NC	NA	2
Hispanic	87	751	34481	99	100	99	395	419	410	10	5	10	57	47	46	32	46	43	NA	1	1
Asian/Pacific Islander	--	15	2067	--	100	99	--	435	449	--	NA	4	--	47	28	--	53	60	--	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	350	35150	NC	100	99	NC	431	437	NC	3	5	NC	48	35	NC	48	56	NC	2	5
Students with Disabilities	NC	104	10258	NC	98	94	NC	377	377	NC	16	23	NC	62	51	NC	20	25	NC	2	1
Students without Disabilities	86	1045	69713	99	100	100	399	427	429	9	3	5	56	45	39	35	50	52	NA	1	3
Limited English Proficient Students	48	293	13985	98	100	97	372	396	382	19	11	18	52	54	54	29	34	27	NA	0	0
Migrant Students	17	113	608	94	99	97	341	390	389	29	15	16	47	47	50	24	38	33	NA	NA	0
Economically Disadvantaged	93	753	38994	99	99	98	395	418	409	11	5	10	57	48	47	32	45	41	NA	1	1
Non-Economically Disadvantaged	--	396	40977	--	100	100	--	433	437	--	3	5	--	44	34	--	52	56	--	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1117	80147	99	99	99	451	466	482	16	13	11	30	21	17	52	54	49	2	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	548	39281	100	99	99	454	467	483	10	12	9	34	21	17	54	55	50	2	12	24
Male	49	569	40780	96	98	98	449	466	482	20	14	12	27	22	17	51	53	48	2	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	85	722	33494	99	98	99	451	459	466	16	15	15	31	26	23	51	52	49	2	8	14
Asian/Pacific Islander	--	13	2103	--	100	99	--	528	515	--	8	4	--	8	8	--	31	44	--	54	45
American Indian/Alaskan Native	--	19	4117	--	100	96	--	466	456	--	16	19	--	5	27	--	68	46	--	11	8
White	NC	322	36122	NC	99	99	NC	483	501	NC	9	5	NC	12	10	NC	60	50	NC	18	35
Students with Disabilities	NC	114	10295	NC	92	92	NC	423	443	NC	46	33	NC	25	26	NC	25	33	NC	3	8
Students without Disabilities	89	1003	69852	100	99	100	452	471	488	15	9	7	30	21	16	53	57	51	2	12	26
Limited English Proficient Students	48	278	12722	96	97	97	445	441	441	21	23	27	33	35	33	44	38	37	2	3	3
Migrant Students	21	116	622	95	96	97	443	448	454	24	17	19	29	34	30	48	46	43	NA	3	8
Economically Disadvantaged	87	765	38371	96	97	97	451	458	465	16	16	15	29	26	23	53	50	49	2	7	13
Non-Economically Disadvantaged	NC	352	41776	NC	100	100	NC	485	498	NC	6	6	NC	12	11	NC	63	49	NC	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1116	79686	99	98	98	431	459	470	20	13	11	54	30	24	26	54	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	548	39163	100	99	99	432	463	475	22	11	9	46	26	22	32	58	60	NA	4	10
Male	49	568	40438	96	98	97	429	455	465	18	14	13	61	33	25	20	51	54	NA	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	85	721	33299	99	98	98	429	450	452	21	15	17	54	35	32	25	49	47	NA	1	3
Asian/Pacific Islander	--	13	2097	--	100	99	--	498	490	--	8	5	--	8	13	--	69	68	--	15	14
American Indian/Alaskan Native	--	19	4087	--	100	96	--	466	446	--	11	16	--	21	38	--	68	44	--	NA	2
White	NC	323	35914	NC	99	98	NC	481	489	NC	7	5	NC	19	15	NC	66	67	NC	9	14
Students with Disabilities	NC	113	9808	NC	91	87	NC	416	432	NC	45	35	NC	29	32	NC	24	30	NC	2	3
Students without Disabilities	89	1003	69878	100	99	100	431	464	475	19	9	8	55	30	23	26	58	61	NA	4	9
Limited English Proficient Students	48	277	12594	96	97	96	424	425	422	27	27	34	54	48	45	19	24	21	NA	1	0
Migrant Students	21	116	611	95	96	95	426	438	439	29	19	22	52	44	39	19	36	37	NA	1	2
Economically Disadvantaged	87	764	38095	96	97	97	430	450	452	20	16	17	55	35	32	25	47	48	NA	2	3
Non-Economically Disadvantaged	NC	352	41591	NC	100	99	NC	480	486	NC	6	6	NC	18	16	NC	70	65	NC	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1118	80372	98	99	99	477	478	475	2	3	4	25	26	30	73	70	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	550	39452	100	99	99	485	488	488	NA	2	3	24	21	22	76	77	72	NA	1	3
Male	48	568	40836	94	98	98	471	469	464	4	5	6	25	31	37	71	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	84	724	33608	98	98	99	477	476	462	2	3	6	25	28	36	73	69	57	NA	0	1
Asian/Pacific Islander	--	13	2098	--	100	99	--	509	500	--	8	2	--	NA	16	--	92	75	--	NA	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	477	464	--	5	4	--	11	39	--	84	56	--	NA	1
White	NC	321	36213	NC	99	99	NC	486	489	NC	2	2	NC	22	22	NC	75	72	NC	1	3
Students with Disabilities	NC	109	10526	NC	88	94	NC	420	427	NC	17	15	NC	49	53	NC	33	31	NC	1	1
Students without Disabilities	88	1009	69846	100	100	100	479	484	482	1	2	3	25	23	26	74	74	69	NA	1	2
Limited English Proficient Students	48	276	12747	96	96	97	466	456	432	4	7	12	35	40	52	60	53	36	NA	0	0
Migrant Students	21	115	621	95	95	97	472	465	452	5	5	9	24	36	40	71	59	51	NA	NA	0
Economically Disadvantaged	86	767	38521	95	97	98	479	473	461	2	4	6	23	30	38	74	66	55	NA	0	1
Non-Economically Disadvantaged	NC	351	41851	NC	100	100	NC	489	489	NC	2	3	NC	18	22	NC	79	72	NC	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	1160	79306	100	97	99	463	488	504	33	16	13	30	24	20	36	51	49	1	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	543	38845	100	96	99	465	489	505	34	14	11	28	23	20	34	55	50	3	8	18
Male	56	615	40383	100	97	98	462	487	504	32	18	14	32	25	19	36	49	47	NA	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	76	727	32673	100	97	99	462	480	487	36	20	18	28	26	25	36	51	46	1	3	10
Asian/Pacific Islander	--	16	2147	--	100	99	--	514	539	--	NA	5	--	25	10	--	63	46	--	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	NC	367	36234	NC	98	99	NC	504	523	NC	9	6	NC	19	13	NC	54	52	NC	17	28
Students with Disabilities	11	125	10286	100	86	91	421	454	462	73	44	41	27	29	27	NA	23	27	NA	4	5
Students without Disabilities	75	1035	69020	100	98	100	470	492	510	27	13	9	31	24	18	41	55	52	1	9	21
Limited English Proficient Students	34	235	10291	100	95	96	445	458	458	47	40	38	35	29	34	18	30	26	NA	1	2
Migrant Students	11	110	630	100	94	95	459	469	478	36	28	24	36	29	27	27	42	43	NA	1	6
Economically Disadvantaged	85	765	37437	100	96	97	463	478	486	33	21	19	31	28	26	35	48	46	1	3	9
Non-Economically Disadvantaged	NC	395	41869	NC	99	100	NC	507	521	NC	8	7	NC	17	14	NC	58	51	NC	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	1170	79000	100	98	98	454	478	489	24	13	10	42	28	24	34	55	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	549	38774	100	98	99	458	484	494	24	11	7	45	24	22	31	60	61	NA	5	10
Male	56	619	40150	100	98	98	452	474	485	25	14	12	39	31	25	36	50	55	NA	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	76	733	32508	100	97	98	452	468	472	28	16	15	41	33	33	32	50	49	NA	1	3
Asian/Pacific Islander	--	16	2142	--	100	99	--	496	510	--	6	4	--	19	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	NC	371	36135	NC	99	98	NC	498	508	NC	6	4	NC	17	14	NC	64	67	NC	12	15
Students with Disabilities	11	135	9991	100	93	88	414	443	449	82	41	33	9	33	36	9	23	29	NA	2	2
Students without Disabilities	75	1035	69009	100	98	100	460	483	495	16	9	6	47	27	22	37	59	62	NA	5	10
Limited English Proficient Students	34	241	10199	100	97	95	433	439	439	53	37	35	35	46	47	12	17	18	NA	NA	0
Migrant Students	11	111	629	100	95	95	443	455	457	55	27	22	9	38	41	36	34	37	NA	1	1
Economically Disadvantaged	85	773	37234	100	97	97	454	468	472	25	17	15	41	32	33	34	49	50	NA	2	3
Non-Economically Disadvantaged	NC	397	41766	NC	100	99	NC	498	505	NC	5	5	NC	18	16	NC	66	65	NC	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1173	79611	99	98	99	467	495	496	19	7	7	36	37	37	45	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	556	39016	97	99	99	488	513	511	11	2	4	39	30	29	50	67	66	NA	1	1
Male	55	615	40519	98	97	98	460	480	482	22	10	10	35	43	44	44	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	74	734	32855	99	97	99	467	486	481	19	8	10	36	42	43	45	50	47	NA	0	0
Asian/Pacific Islander	--	16	2149	--	100	100	--	526	519	--	NA	4	--	25	24	--	75	70	--	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	NC	371	36380	NC	99	99	NC	513	511	NC	4	4	NC	29	30	NC	67	65	NC	1	1
Students with Disabilities	NC	128	10664	NC	88	94	NC	443	440	NC	18	23	NC	62	54	NC	20	22	NC	NA	1
Students without Disabilities	75	1045	68947	100	99	100	481	502	504	13	5	4	36	34	34	51	61	61	NA	0	1
Limited English Proficient Students	33	237	10362	100	96	97	426	446	438	36	19	22	52	57	57	12	24	21	NA	NA	NA
Migrant Students	11	109	636	100	93	96	454	470	467	27	12	14	36	51	47	36	37	38	NA	NA	0
Economically Disadvantaged	83	774	37626	98	97	98	469	483	479	18	9	10	36	42	45	46	49	45	NA	0	0
Non-Economically Disadvantaged	NC	399	41985	NC	100	100	NC	518	511	NC	2	4	NC	26	30	NC	71	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1192	79327	100	97	98	462	494	518	56	26	19	19	28	20	23	41	46	1	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	593	38961	100	99	98	459	494	520	58	25	16	23	31	20	19	39	48	NA	5	16
Male	50	599	40295	100	94	97	466	495	516	54	27	21	16	25	19	28	43	44	2	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	94	804	32327	100	97	98	461	486	499	55	30	27	20	32	25	24	35	41	NA	3	8
Asian/Pacific Islander	--	13	1939	--	93	99	--	538	556	--	8	6	--	15	10	--	62	47	--	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	NC	323	36373	NC	96	98	NC	512	538	NC	16	10	NC	18	14	NC	54	52	NC	11	25
Students with Disabilities	12	107	9321	100	75	87	428	458	467	100	59	54	NA	21	22	NA	20	21	NA	1	3
Students without Disabilities	86	1085	70006	100	99	100	467	498	524	50	23	14	22	28	19	27	43	49	1	6	18
Limited English Proficient Students	56	249	9431	100	95	95	449	461	466	71	55	53	16	29	27	13	15	18	NA	1	1
Migrant Students	17	113	635	100	96	94	443	477	488	76	42	31	12	29	29	12	27	36	NA	2	4
Economically Disadvantaged	94	788	37097	100	96	97	462	485	498	55	32	27	20	30	25	23	35	41	1	3	7
Non-Economically Disadvantaged	NC	404	42230	NC	99	99	NC	513	535	NC	15	11	NC	23	15	NC	53	50	NC	10	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1207	79501	100	98	98	454	486	497	34	12	10	43	32	25	22	54	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	595	39062	100	99	99	451	489	502	40	9	8	42	33	23	17	55	64	2	3	5
Male	50	612	40368	100	97	98	457	483	491	28	14	13	44	32	27	28	53	57	NA	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	94	814	32389	100	98	98	454	476	478	34	14	16	43	39	34	22	46	48	1	1	1
Asian/Pacific Islander	--	13	1936	--	93	99	--	523	519	--	8	3	--	15	14	--	77	73	--	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	NC	328	36446	NC	98	99	NC	510	516	NC	6	4	NC	16	15	NC	72	73	NC	6	7
Students with Disabilities	12	121	9411	100	85	88	420	452	453	83	35	36	17	36	36	NA	29	26	NA	1	1
Students without Disabilities	86	1086	70090	100	100	100	459	490	502	27	9	7	47	32	24	26	57	65	1	3	5
Limited English Proficient Students	56	253	9401	100	97	94	439	446	443	46	32	40	46	55	46	7	13	14	NA	NA	0
Migrant Students	17	115	642	100	97	95	431	460	465	53	26	24	47	44	41	NA	30	35	NA	NA	0
Economically Disadvantaged	94	800	37183	100	97	97	455	474	479	33	16	16	44	39	34	22	45	49	1	1	1
Non-Economically Disadvantaged	NC	407	42318	NC	100	99	NC	509	513	NC	4	5	NC	18	17	NC	72	70	NC	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1216	80000	100	99	99	531	561	564	6	3	3	21	8	11	69	82	75	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	598	39288	100	100	99	529	575	579	6	2	2	21	6	6	69	82	77	4	10	16
Male	49	618	40644	100	97	98	534	549	549	6	5	4	20	11	15	69	81	74	4	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	93	820	32672	100	99	99	530	555	548	6	4	4	22	9	14	68	83	76	4	4	6
Asian/Pacific Islander	--	14	1945	--	100	99	--	594	592	--	7	1	--	NA	4	--	71	69	--	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	NC	330	36602	NC	99	99	NC	575	579	NC	2	2	NC	7	7	NC	79	75	NC	11	16
Students with Disabilities	12	126	9919	100	88	93	483	498	505	NA	11	9	67	29	35	33	60	54	NA	NA	2
Students without Disabilities	85	1090	70081	100	100	100	538	568	571	7	3	2	14	6	7	74	84	79	5	7	12
Limited English Proficient Students	55	257	9571	100	98	96	509	519	502	11	10	10	25	18	29	60	72	60	4	1	1
Migrant Students	17	115	654	100	97	97	477	528	534	24	10	7	24	16	16	53	70	74	NA	4	3
Economically Disadvantaged	93	805	37534	99	98	98	533	554	547	5	4	4	22	10	15	70	82	76	3	4	5
Non-Economically Disadvantaged	NC	411	42466	NC	100	100	NC	576	578	NC	2	2	NC	5	7	NC	82	75	NC	11	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	24	NA	58	99	25	43	47	100	25	41	46
	Language	96	12	41	50	99	28	45	47	100	28	44	48
	Mathematics	95	23	60	64	100	26	43	50	100	34	44	52
3	Reading	91	26	NA	55	100	19	39	44	100	21	41	46
	Language	94	40	48	61	100	21	40	44	100	22	41	46
	Mathematics	94	52	54	61	100	20	44	51	100	24	44	52
4	Reading	95	35	NA	56	98	29	43	48	99	27	43	52
	Language	98	31	44	52	98	29	44	49	99	27	44	52
	Mathematics	97	39	54	61	98	34	48	53	99	32	52	58
5	Reading	100	44	NA	55	100	34	46	50	100	27	48	56
	Language	100	38	44	49	100	33	44	50	99	32	44	54
	Mathematics	100	45	55	63	100	33	42	49	100	25	43	52
6	Reading	93	39	NA	56	98	34	47	51	100	25	48	56
	Language	96	27	42	48	98	27	42	47	100	20	39	50
	Mathematics	96	54	61	66	98	31	44	52	100	21	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 19 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Guide Principal's Decision-making
- Ü Research and Suggest Instr. Strategies
- Ü Recommend Campus Expenditures
- Ü School Improvement Implementation
- Ü Ensure Compliance w/Curricular Goals
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	3	7	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center
- Ü Computer Lab

Extracurricular Activities

- Ü Odyssey of the Mind
- Ü Current Events Challenge Team
- Ü Family Activity Nights
- Ü Monthly Student Recognition Awards
- Ü Go-Getters (Monthly)
- Ü 21st Century After-School Program
- Ü Soccer

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü After School program
- Ü AZ Children's Association Services

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All students are taught life skills using Character Counts activities. Additionally, Pecan Grove has implemented the Olweus Bully Prevention Program which includes lessons for students by classroom teachers and the school counselor.

This year the Safe Schools Healthy Schools initiative will also be implemented. This includes a bicycle patrol unit in and around campus during lunch time and after school while the children go home. Counseling services are also included in the program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Teresa Rosales	(928) 502-8053
Transportation Policy	Bob Lawson	(928) 341-9076
Community Resources	Diane Geren	(928) 502-8131
School Nutrition Programs	Karen Johnson	(928) 502-4300
Parent Organization	Xochitl Gomez	(928) 920-8380
Student Health/Nurse	Office	(928) 502-8052

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.